

## RESEARCH PAPER

# ACADEMIC LIBRARY USAGE: COMPARATIVE QUESTIONNAIRE STUDY ON 1<sup>ST</sup> AND 2<sup>ND</sup> YEAR MEDICAL STUDENTS ABOUT THEIR VIEWS AND ITS EFFECTIVENESS ON THEIR EDUCATIONAL OUTCOME

<sup>1</sup>Aruna Chanu Oinam \* and <sup>2</sup>B.K. Manjunatha Goud

<sup>1</sup>Research Scholar, Department of Library & Information Sciences,  
Manipur University, Imphal, Manipur, INDIA.

<sup>2</sup>Assistant Professor, Department of Biochemistry,  
RAK Medical and Health Sciences University, UAE.

\*Corresponding Author's Email ID: drmanjunathag@gmail.com

## ABSTRACT

The medical students after completion of their graduation will be directly involved in taking care of patients. The major goal of medical education is to make their students life-long learners. During the training period, adequate emphasis is placed on ability to collect and analyze information and to correlate them in taking care of patient. This will be achieved if students make regular visits to the library which is Heart of knowledge center.

The study was conducted in RAK Medical and Health Sciences University with faculty collaboration. The students who completed their final examination of 1<sup>st</sup> year (N=80) and 2<sup>nd</sup> year (N=100) were included in the study. The relevant questionnaire were collected and modified with addition of new questions.

The study results showed that, only 35% and 41% of students visited the library on daily basis for the learning process. Around 65% of students were using lecture notes and text books as a tool for preparation for examination ( $p < 0.05$ ). Females were using the library more often than males (90% of 1<sup>st</sup> year and 76% of 2<sup>nd</sup> year students respectively).

In conclusion, the proper use of library should be told to medical students at the beginning of their career and librarian should play a key role.

**Keywords:** *Library, Education, Students, Learning, Performance.*

## 1. INTRODUCTION

The medical students after completion of their graduation will be directly involved in taking care of patients. A proper knowledge gain is utmost important to become a competent doctor.

In the present world of knowledge explosion it will be difficult for student to learn everything in the classroom with aid of faculty. The major goal of medical education is to encourage students to maintain their knowledge by becoming life-long learners<sup>1</sup>.

The academic libraries have been described as the "Heart" of the learning community, providing a place for students and faculty to conduct their academic study, research and advance their knowledge acquiring process. In an education system, an academic library is the center of

academic life and this should be inculcated in students mind. A university library or any other library attached to an institution of higher education exists to support the goals of its parent organization which is basically to perform well in terms of students' performance. This is regularly done through periodical examinations to assess their knowledge gain.

One of the major concerns is to make students to use the library which is a rather tricky condition for any faculty. It's also important that, the academic libraries provide various services and facilities to the users to motivate them to use library. The main purpose of an academic library as stated by Aina (2004) is to support the objectives of an academic environment in the areas of learning, teaching, research, and service<sup>2</sup>. One of the study stated that the use of university libraries promotes active learning, thus

contributing to students’ ability to think critically and work well independently or in group. This will accomplish one of the goals of medical education<sup>3</sup>.

The effectiveness and efficiency of services provided in academic libraries are mainly determined by library users. Behling and Cudd (1967) assert that the library user is regarded as the most logical source to determine whether the library is playing its role satisfactorily or not<sup>4</sup>.

Medical education is often criticized for its failure to promote a sense of responsibility among medical students for their own learning<sup>5</sup>. This is basically associated with over reliance on text-books for information and traditional, didactic lectures taken by faculty which rarely involves active learning<sup>6,7</sup>. Academic staffs should assist students to identify their study needs and students will learn in effective ways to find their information sources that they need<sup>8</sup>.

Libraries are responsible for acquiring, preserving and providing access to books, periodicals and other media of information. The undergraduate medical program aims in training the students to become primary physician. During the training period, adequate emphasis is placed on ability to collect and analyze information and to correlate them in taking care of patient. This will be achieved if we as faculty make students to use the library resources properly.

But it also important to know how the resources are used by medical students and their views about effectiveness of library usage both in the form of hard copies or e resources should be assessed. The study was conducted to know the,

- Use of library resources by two different batches.
- Effectiveness of resources for their examination outcome.
- Use of library resources with the help of library staff.

**2. MATERIALS AND METHODS**

The study was conducted in RAK Medical and Health Sciences University with faculty collaboration. The students who completed their final examination of 1<sup>st</sup> year (N=80) and 2<sup>nd</sup> year (N=100) were included in the study. After the university ethical clearance the study was implemented. The questionnaire was prepared using various indexed articles related to our study. The relevant questionnaire were collected and modified with addition of

new questions. The questionnaire was pre tested to validate using students and faculty who are not part of the study. The suggestions were incorporated and validated using Cronbach’s alpha (>0.8).

The pre designed self-administered questionnaire was given to two groups in their sessions and the collection of questionnaire was done on the same sessions. The data entered in the Microsoft excel and analyzed in SPSS version 20 and student T Test was used to find the significance and p value less than 0.05 considered as significant.

The questionnaire consists of THREE parts:

- Demographic variables.
- Use of library.
- Academic performance.

**3. RESULTS**

The study results showed that, only 35%( 1<sup>st</sup> Year) and 41% (2<sup>nd</sup> Year) of students visited the library on daily basis for the learning process. Around 65% of students were using lecture notes and text books as a tool for preparation for examination (p<0.05).

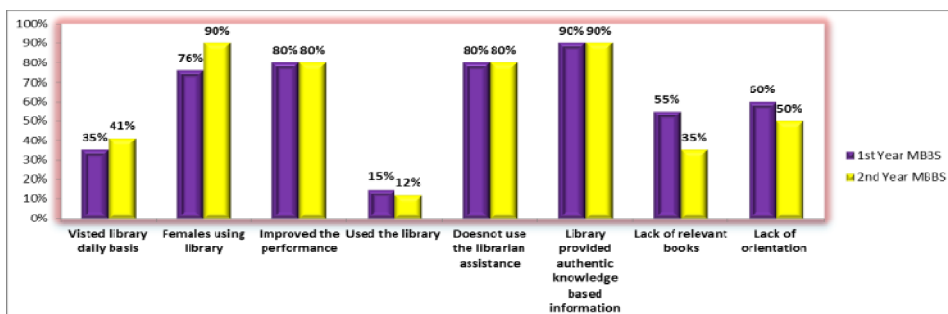
Females were using the library more often than males (90% of 1st year and 76% of 2<sup>nd</sup> year students respectively). Many of them (80%) agreed that use of library resources improved their performances (p<0.001) but did not reveal their scores.

Very less number of students were visiting the library for research work (15% and 12% respectively). More than 80% of students in both groups said that they search the books on shelves without taking assistance from librarian (p<0.001).

More than 90% agreed that library provides authentic, knowledge based and major sources of information.(p<0.001)

Many of them were said (55% and 35%) lack of relevant books and related subjects were not properly linked.

Majority of them agreed that lack of interest and lack of effective orientation to make them useless of library resources.



**Diagram 1:Showing the response of students to various questions**

#### 4. DISCUSSION

Medical students may not be able to learn all that they have to know only from traditional classroom lectures. They also must learn to collect information by their own efforts, to develop adequate professional competency.

Based on the study very less number of students visited the library on daily basis. This was similar to study done by Lal and Ingle<sup>9</sup> who found that although 97% of undergraduate students reported visiting the library, only 41% made regular visits. This may be attributed to use of more internet resources than library resources by students. These findings send a strong message to the authorities concerned, not only the librarians but also the educators on the need to educate the students on how to use the variety of resources other than the Internet.

A study conducted showed that the majority of students (82%) only consulted textbooks<sup>9</sup> and another study conducted in Kolkata<sup>10</sup> found that the majority of interns (62%) visited the library to prepare for examination. This was also noted in our study as 65% of students in both groups were using text books and lecture handouts for study purpose during examination.

Inadequate use of libraries by undergraduate was a common observation in the study done by Rankin. Students experienced problems in locating library information materials. He concluded that lack of awareness was a major reason why students under-utilize the services provided by library and librarians. In our study 80% of both groups were not using the help of librarian even in the orientation session it's been clearly informed them. This may be due to lack of interest on the part of students or likely one orientation was ineffective. Students' library use pattern was influenced by the attitudes of library staffs also. 80% of students agree that library provide authentic, knowledge based information. But there is drastic decrease in library visits which can be correlated with type of teaching the faculty adopts. The faculty plays a major role in making students to use the library resources by adopting various interactive teaching sessions. Also faculty can become role model by visiting library and conducting some sessions in the library to students.

The study also showed the perception of students about their performance with use of library which majority 80% agreed improvement in performance. This can be correlated with number of studies which indicated a correlation between academic library usage and perceived educational performance of students or academics<sup>11-14</sup>. Studies such as those of De Jager 2002<sup>11</sup> investigated the effects of borrowing materials on academic improvement. We couldn't compare the library usage of students with their performance as students were unwilling to share the marks or given consent to obtain marks from examination department.

In medical education not involving in research definitely

hinder the use of library resources in the form of journals, articles etc. Which was also seen with regard use of library resources for research work was very less in both groups. Another reason being the study group were from 1<sup>st</sup> and 2<sup>nd</sup> year students who may not be well versed with research.

In our study females were using the library more often than males. This may be related to the gender variation in the attitude of students in learning process. In most of examinations females did well compared to males which indirectly attributed to learning drives knowledge and for knowledge you need to visit library.

#### 5. CONCLUSION

In conclusion, the proper use of library should be told to medical students at the beginning of their career and librarian should play a key role in bridging classrooms to library in obtaining proper information and knowledge.

As medical science is a continuously advancing discipline, the use of medical library by students is a very important means for enhancing knowledge with the recent advances and become lifelong learners in their respective fields.

The teaching faculty should encourage the students to visit library by adopting various interactive sessions which mandates the use of library such as Case based Learning (CBL), Problem Based Learning (PBL), Book talk, Team Based Learning (TBL), Assignments, Small projects etc.

#### 6. LIMITATIONS

- Student's bias.
- Students did not give their consent for using examination marks to compare the performance with library usage.

#### 7. FUTURE RESEARCH FOCUS

- Further study has to be conducted with other courses.
- Finding number of visits with their academic performance.

#### 8. REFERENCES

- [1] Romanov K, Aarnio M. A survey of the use of electronic scientific information resources among medical and dental students. *BMC Medical Education*. 2006;6:28.
- [2] Aina, L. O. (2004). *Library and Information Science Text for Africa*. Ibadan: Third World Information Services.
- [3] Guskin, A. E. Facing the future. *Change*. 1996; 28(4): 26-38.
- [4] Behling, O., & Cudd, K. (1967). A library looks at itself. *College and Research Libraries*. 1967; 26(8): 416-422.
- [5] Editorial Independent Study. *Medical Education*, 1976; 10(6):443-444.
- [6] Abraham GJS, Dhume VG, Diniz RS. Comparison of didactic lecture, self-reading and self-instruction as learning methods in medical students of Western India, *Medical Education*. 1981;15 (4):222-225.
- [7] Port J, Meiss HR. Teaching Library skills in third-year

- clerkship. *J Med Edu.* 1982; 57(7):564-566.
- [8] Hurst L. The special library on campus: a model for library orientations aimed at academic administration, faculty and support staff. *The Journal of Academic Librarianship.* 2004; 29(4):231-236.
- [9] Lal P, Ingle G. Use of medical library by undergraduate medical students in a medical college in north india. *Indian J Comm Med.* 1999; 24:86-88.
- [10] Chatterjee C, Joardar G, Bhattacharya K, Nandy S, Misra R. Use of Medical Library by Medical Students and Teachers in Medical Colleges of Kolkata. *Ind J Comm Med.* 2006; 31(3):204-206.
- [11] De Jager, K. "Impacts and outcomes: searching for the most elusive indicators of academic library performance", *Proceedings of the 4th Northumbria International Conference on Performance Measurement in Libraries and Information Services, Association of Research Libraries, Washington, DC, 2002*; pp.291-297
- [12] Hiscock, J.E. Does library usage affects academic performance? *Australian Academic and Research Libraries.* 1986; 17: 207-213.
- [13] Robertson, M., & Jones, J. Exploring academic library users' preferences of delivery methods for library: Webpage, digital game, and other modalities. *Reference & User Services Quarterly.* 2009; 48(3): 259- 269.
- [14] Whitmire, E. The relationship between undergraduates' background characteristics and college experiences and their academic library use. *College & Research Libraries.* 2001; 62(6): 528-540.

